

Gilbert Primary

520 Main Street
Gilbert, SC 29054

Grades K-2 Primary School

Enrollment 605 Students

Principal Loretta G. Arnette 803-892-1200

Superintendent Dr. Karen C. Woodward 803-951-8363

Board Chair Albert J. Dooley Jr. 803-359-0844

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

2

0

0

0

0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

NO

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Excellent	N/A	N/A
2004	Excellent	Good	Yes
2005	Excellent	Good	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERFORMANCE RATING CRITERIA

Student attendance rate	94.8%
Student-teacher ratio in core subjects	23.1 to 1
Percent of parents attending conferences	99.0%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	5.8

Type of accreditation: *(More than one may apply)*

- ☐ Not pursuing accreditation
☐ Conducting a self-study
☒ State Department of Education
☒ Southern Association of Colleges and Schools
☐ American Montessori Society
☐ National Association for the Education of Young Children

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n= 605)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	98.8%
Retention rate	4.4%	Up from 1.5%	7.0%	4.6%
Attendance rate	94.8%	Down from 95.5%	95.1%	95.5%
With disabilities other than speech	2.5%	Down from 3.9%	2.0%	3.9%
Older than usual for grade	0.2%	No change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	52.2%	Down from 52.4%	57.9%	52.2%
Continuing contract teachers	69.6%	Down from 71.4%	82.6%	88.6%
Highly qualified teachers	95.0%	Up from 92.1%	97.5%	96.3%
Teachers with emergency or provisional certificates	3.2%	Up from 3.1%	1.6%	0.0%
Teachers returning from previous year	80.2%	N/A	80.2%	89.1%
Teacher attendance rate	94.6%	Down from 96.0%	94.2%	94.6%
Average teacher salary	\$37,659	Up 0.8%	\$41,583	\$40,952
Prof. development days/teacher	7.0 days	Down from 8.6 days	9.1 days	16.5 days

School				
Principal's years at school	4.0	Up from 3.0	2.5	4.5
Student-teacher ratio in core subjects	23.1 to 1	Down from 24.3 to 1	21.9 to 1	19.2 to 1
Prime instructional time	88.6%	Down from 89.6%	88.4%	88.6%
Dollars spent per pupil*	\$5,838	Down 1.8%	\$5,696	\$5,871
Percent of expenditures for teacher salaries*	61.0%	No change	62.4%	62.8%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	92.1%	89.4%
Highly qualified teachers in high poverty schools	N/A	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance rate in this school	95.3%	No

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parents/Guardians:

Gilbert Primary School continued to strive this year to "Grow Proficient Students" who excel in all areas of the curricula. We want our students to "blossom" into the leaders of tomorrow as we take special care to nurture them in a warm, loving and stimulating environment. We also recognize that a needed "nutrient" in the development of children is an environment that models and encourages strong character development.

During the 2004-2005 school year, the faculty, staff, PTA, School Improvement Council and Data Team made recommendations for continued staff development that would provide the "fertile soil" needed to promote active learning environments and independent thinkers. The excellence of our enriched learning environment was recognized by the state of South Carolina through our attainment of a score of 5.7 on the Early Childhood Environmental Rating Scale. Moreover, our 2004 school report card reflected an Absolute Rating of "Excellent" and an Improvement Rating of "Good."

Assessment data acquired from the pretest of our kindergarten students, Observation Survey results from our first graders, and the use of information obtained from running records completed on our second graders allowed us to identify our most "at-risk" learners and to provide them with extra assistance through the Waterford Early Reading Program and the Wee Steps to Success Program (an after-school program).

Our Measures of Academic Progress (MAP) results indicated that our students had needs in the areas of phonics, word study and reading comprehension. We provided our staff with training in the area of phonics and word study during school-level in-service days. Staff development in the area of reading comprehension continued from weekly study group sessions begun last year through a school-wide study of the book *Reading With Meaning*. We incorporated the strategies we learned through this study into classroom posters. These posters provided a common language for instruction at each grade level.

GPS has strived to achieve a Balanced Literacy approach. This year, we continued to purchase books for shared reading, guided reading and independent reading. Through the combined efforts of our school and PTA, we purchased red pouches for each student. Students took books home in these pouches each day and practiced reading skills at their independent reading level. Because we recognize that reading and writing are two sides of the same coin, we continued weekly staff development in the "Six Traits Writing" model. Our continued "watering" and nourishment of our students' writing skills earned GPS an Exemplary Writing School award in the spring of 2005.

Our young children learn information best through a multi-modality approach. The 2004-2005 school year saw our second year of implementation for an integrated curriculum project that combines the study of S.C. Social Studies Standards with fine arts such as music and art. We also integrated media and technology. This school-wide study culminated in the presentation of four patriotic programs.

We appreciate your continued support of GPS. As we prepare to "plant our seeds" for the next school year, we look eagerly to the garden of opportunities that lie ahead in the future.

Loretta G. Arnette, Principal

Kelly Frost, Chair, School Improvement Council

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	42
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	100.0%